



Working Together
Achieving More

**Action Plan to Improve
Milwaukee Public Schools
2007 – 2012**

**Adopted by the Milwaukee Board of School Directors
July 26, 2007**



A Message from the Working Together Achieving More Partners

This document is the beginning of an unprecedented journey for Milwaukee Public Schools. The expectations, goals and targets set out here are our blueprint for the transformation of Milwaukee Public Schools into one of the finest school districts in the nation. That's why we call it our Action Plan. It is the basis for the work all of us will do to ensure that every student graduates from high school prepared for higher education, careers and citizenship.

We are embarking on this journey together – with the Greater Milwaukee Committee's support. The Milwaukee Public Schools and the Milwaukee Teachers' Education Association have created a path to significant, sustained improvement in the performance of our students and to closing the achievement gap. We are focusing all of our energy, all of our expertise, all of our strategies on where the most crucial work in MPS happens – the classroom.

This Action Plan is the product of three key elements: the expertise of experienced educators, research-proven educational best practices and input from families, MPS staff, business and the community at large. More than 1,000 people attended 48 idea sharing sessions held throughout the city between November 2006 and January 2007. People also submitted their ideas online. We sought this input not just to gain insight into Milwaukee's expectations for MPS, but to engage Milwaukee in the education of its children. The common thread from the feedback we received is that Milwaukee has high expectations for its young people and for Milwaukee Public Schools.

In December 2006, the African American Education Council was organized. Twenty-one community leaders convened to develop recommendations for Milwaukee Public Schools and the community to proactively advocate and promote strategies to improve academic achievement, increase the high school graduation rate, and prepare all MPS students for post-secondary options.

In June and July, representatives from the African American Education Council, MPS Administration, MPS Board, Milwaukee Teachers' Education Association and the Greater Milwaukee Committee met to discuss key strategic planning for Milwaukee Public Schools for the next five years and beyond. The discussions made clear that all of these entities share the same vision relative to supporting the academic achievement and future success of Milwaukee Public Schools students. This collaboration resulted in a plan that reflects and incorporates the shared vision.

The future of our children and of our city mandates doing whatever it takes to ensure our students graduate from high school with the knowledge and skills they need. Education is *everyone's* responsibility.

We cannot achieve different results without doing things differently. In the past, reform measures have not been carried out in all schools and sustained over time. Through this Action Plan, MPS will be working *systemwide* to improve instruction based on high quality research and educational best practices. This plan will mark a change from individual school efforts to a districtwide plan for improvement. MPS is moving from school-based thinking to systemic thinking. We are moving from a culture of individual practitioners to professional learning communities that understand the unique challenges of effectively educating students in an ethnically diverse urban school district.

Action Plan to Improve Milwaukee Public Schools 2007-2012

This is an Action Plan for *every school, every principal, every teacher and every staff member*. We are challenging – head on – the false notion that some students can't learn or succeed. With support and continuous input from families, business, and the community, we will transform MPS into a school district where every child will learn and succeed.

We promise to fulfill this plan over the long term because we believe it will significantly improve student achievement. This will require an unprecedented level of discipline and trust. Past reform efforts have had many stops and starts, but our commitment to this plan is a promise to our students, to families and to Milwaukee. That's why we're asking families, business and the community at large to hold all of the partners to this promise. High levels of accountability are essential to the success of all MPS schools. All MPS staff are accountable for improving student achievement. Our desire is that you, as partners in education, hold MPS accountable.

To improve student achievement in Milwaukee Public Schools, we need the commitment and support of families. Together, we must make the success of children our number one priority. For example, families must get their children to school every day ready to learn. Employers can reinforce the importance of completing high school. Community volunteers can mentor students to help them improve their reading, writing and math skills. Everyone must play a role in the education and success of Milwaukee's young people.

We are at a crucial turning point. It is a new day for every child in every one of our classrooms.

Be a part of the change. By working together, we *will* achieve more.

Milwaukee Board
of School Directors

Milwaukee
Public Schools

Milwaukee Teachers'
Education Association

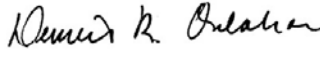
The following organizations participated as the working group for the development of the plan:



Milwaukee Board
of School Directors



Milwaukee
Public Schools



Milwaukee Teachers'
Education Association



African American
Education Council



Components of *Action Plan to Improve Milwaukee Public Schools: 2007-2012*

In addition to the opening message from the partners on pages 1-2, the Action Plan to Improve Milwaukee Public Schools: 2007-2012 includes two components:

1. Strategic Areas and Goals / Glossary of Terms: Pages 6-22

2. Measurable Objectives and Key Outcome Measures: Pages 23-34

A third and critical component of the Action Plan is implementation. Implementation plans will be formed to map the tactics and set concrete deliverables and due dates to ensure that these strategies turn into action.

In addition, the district's implementation plans will become part of the district's performance-based budgeting. This system will:

- track and report progress toward the plan's goals;
- provide a process for reviewing and updating the plan's goals and objectives and hold staff accountable for implementation; and
- link available resources to support attainment of the goals.

Mission Statement

Milwaukee Public Schools educates all students for success in higher education, careers and responsible citizenship so that MPS is the first choice for families.

Vision Statement

Milwaukee Public Schools will be among the highest-performing urban public school districts in the country, providing rigorous, high-quality learning opportunities for students. Schools will enable lifelong learning among students, families, educators and other staff focused on continuous improvement. Teaching will be child-centered, based on research-proven methods, and aligned to high academic standards; it will meet the learning needs of individual students. The district, its schools, and its employees will be accountable for measurable gains in student achievement.

Schools will be safe centers of community activity that are welcoming, well maintained, and accessible. Children will be provided maximum educational opportunities to become responsible citizens who make positive contributions to their communities. The district and its schools will strengthen partnerships with families and those in the community who influence and affect students and families.

Core Beliefs

Children come first.

The classroom is the most important place in the district.

Leadership and accountability are keys to our success.

Central Services supports student achievement.

Families are valuable partners.

Community partnerships add value.

Education Terms Explained in Glossary

If you are not familiar with current education terms, reviewing the glossary on pages 19-22 **first** is a good way to start reading this document.



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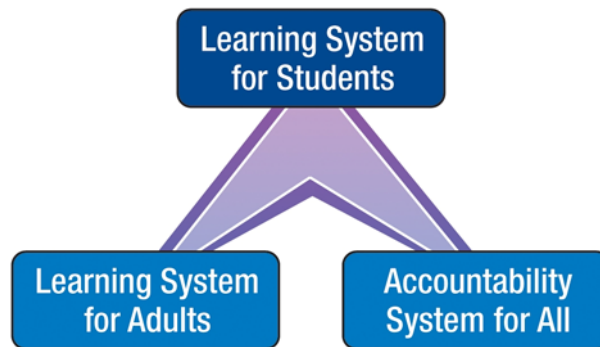
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Strategic Areas and Goals

I. Student Success Through Academic Achievement

Goal 1: Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.

II. High-Performing Schools and Classrooms

Goal 2: School communities work together for improvement in academic achievement.

Goal 3: Leaders and staff demonstrate continuous improvement through focused professional development.

Goal 4: School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.

Goal 5: School staffs are supportive and responsive to students and families.

III. District and Community Support

Goal 6: The district is accountable for measurable results.

Goal 7: The district's central services departments support student learning.

Goal 8: The district builds partnerships to support student achievement.



Goals and Strategies

Student Success Through Academic Achievement

Goal 1: *Students meet and exceed Wisconsin academic standards and graduate prepared for higher education, careers and citizenship.*

Strategies for Goal 1:

1. Teaching is based on a rigorous, relevant, district-aligned, comprehensive K-12 curriculum that is also aligned to MPS learning targets and state standards to ensure consistency in teaching and learning across schools and grade levels, particularly in the areas of English language arts and math.

- The curriculum reflects and includes the heritage, history and background of the diverse student population of Milwaukee Public Schools and supporting resources and materials are provided.
- Learning targets are clearly communicated regularly so students and families understand what students are expected to learn at each grade level and for each subject area.
- Teachers differentiate instruction as appropriate for all students, including students with disabilities and English language learners.
- Teachers ensure a classroom environment that supports active engagement in learning and high expectations for all students.
- Teachers use curriculum that ensures the continuous intellectual, social/emotional and physical development of students.
- School staffs provide appropriate interventions to address the needs of students performing below grade level.
- Teachers use information and technology resources for instruction, assessment and instructional management.
- Early childhood education programs are aligned to the Wisconsin Model Early Learning Standards and are developmentally appropriate.
- A variety of alternative learning environments, including non-traditional settings staffed by MPS employees, are available to meet the diverse educational and behavioral needs of students, especially students with chronically disruptive behavior.

2. Research-proven practices are implemented to improve student achievement.

- Teachers use research-proven instructional practices and materials to meet the needs of a wide range of students, including English language learners and students with disabilities.
- School staffs integrate and align literacy and mathematics instruction through the use of Comprehensive Literacy and Mathematics Frameworks.
- Teachers use research-proven models and practices to advance learning in the areas of science, technology, engineering and mathematics.

3. Students are assessed regularly to monitor progress toward improved academic achievement.

- Teachers use a variety of formal and informal assessment strategies, including performance and formative assessments, analyze data to measure academic progress and adjust instruction accordingly.
- Schools use benchmark assessments in mathematics and reading administered to students in grades 3-9 to provide timely feedback for teachers and students and guide teaching and learning.

4. High school graduates are prepared for higher education, careers and citizenship.

- High school students complete rigorous coursework, including four years of English, three years of mathematics, three years of science, three years of social studies, two years of physical education/health, and one year of fine arts (art, music, theatre, dance, etc.).
- Schools provide students access to post-secondary placement courses. Educators prepare and encourage students to participate in post-secondary placement examinations.
- The district provides diverse options for high school students including traditional comprehensive high schools, large high schools organized into small learning communities, and small high schools.
- The district supports high schools in providing career exploration opportunities to prepare students for the academic challenges of educational/career pathways (college prep/basic skills, technical education, etc.).

5. Additional resources are allocated to schools as funding becomes available to create classroom conditions that enable students and teachers to consistently perform at high levels.

- A district priority is to direct resources to support teaching and learning at the school and classroom levels.
- The district provides learning opportunities comparable to those provided to students in other districts in metropolitan Milwaukee. Examples of equitable learning opportunities include: fine arts (art, music, theatre, dance, etc.) foreign language and physical education instruction by teachers licensed in these areas; library media services by licensed specialists; supportive services by properly licensed school psychologists, school social workers and guidance counselors; and comparable class sizes.

6. Barriers to learning are reduced through a variety of services in support of student learning.

- District resources promote the physical, emotional and social well-being of students.
- School staffs implement curriculum focused on health and wellness.
- The district and school staffs work to expand partnerships with health care systems, clinicians, funders and community-based organizations to support the overall health of students.
- The district makes free breakfast in the classroom available to all students in eligible schools.
- Summer school, tutoring programs and before- and after-school educational programs are aligned to enhance regular school-day programs.



- During non-school hours, the district provides young people with recreation and sports programs which support academic achievement, including the high school interscholastic athletic program in 12 different sports on multiple levels of play.

High-Performing Schools and Classrooms

Goal 2: *School communities work together for improvement in academic achievement.*

Strategies for Goal 2:

1. Each school has an active school governance council with significant family participation as well as staff and community representatives.

- School governance councils help develop an effective educational plan that supports the school's efforts to improve student achievement.
- School staffs make educational decisions in a collaborative manner to ensure that schools are responsive to the needs of students and focus on improving achievement.
- School staffs include strategies in the educational plans to engage in clear, continuing, two-way communication and involvement with families and community.
- Each school's educational plan includes measurable student achievement goals. Schools are accountable for making significant progress toward reaching these measurable goals.
- School communities develop an annual budget focused on improving student achievement and linked to specific performance measures.

2. Each school has a learning team to support improved student achievement.

- The learning team members include the principal, literacy coach, math teacher leader and other school leaders.
- Each school's learning team helps implement standards-based curriculum and effective instructional practices.
- Learning teams provide leadership for data-based decisions to improve student performance and ensure early intervention.
- Learning teams actively support focused professional development for teachers at the school and classroom level.
- Learning teams develop an induction plan for new teachers which addresses state licensure requirements. Team members help carry out the plan.
- Learning team members support teachers in various ways based on their specific roles.

3. Professional learning communities within schools focus on collaboration among colleagues to enhance student learning.

- Teachers share information regularly about the learning needs, learning styles and intelligences, and progress of individual students.
- Educators work together to seek new knowledge, skills and strategies to improve student achievement.
- Teachers observe one another, share feedback, model best practices and provide mentoring and coaching.



Goal 3: *Leaders and staff demonstrate continuous improvement through focused professional development.*

Strategies for Goal 3:

1. A district professional development plan targets improved student achievement.

- All staff members participate in professional development to improve and develop their skills as MPS employees.
- District and school-based professional development is targeted to improve student achievement through effective instructional practices and is supported by effective coaching.
- The district supports educators through continuing professional development to meet state licensing requirements.
- The district provides a system of support and accountability for teachers in the content areas.
- The district provides mentoring and support systems for new teachers.
- District and school-based professional development offers research-proven instructional strategies, delivered face-to-face and online.
- District and school-based professional development focuses on how to create and integrate content that bridges the generation gap between teachers and students, utilizing learning experiences that are culturally relevant and build on the background knowledge of students.

2. School-based professional development is intensive and targeted to improve student achievement.

- All staff members participate in the school's professional development plan which is aligned to the school's educational plan and the district's professional development plan.
- The learning team prepares the school's professional development plan to enhance instructional skills based on staff needs and student learning goals.
- Principals and teacher leaders provide mentoring and support to teachers who need improvement.

3. Central services supports leadership development at all levels.

- Monthly principals' institute cultivates effective instructional leadership in all school leaders. Institute sessions focus on developing an understanding of effective teaching practices and strategies aligned to the characteristics of a high performing urban classroom.
- The district provides guidance to building administrators in the areas of instruction, school management, legal and regulatory compliance, and effective fiscal practices. New administrators receive targeted support in these areas on a monthly basis.
- The district develops and supports teacher leaders.
- Each principal has a professional coach who provides year-long support for all aspects of school leadership.
- The district and its community partners work together to attract, prepare, and support the next generation of results-oriented school leaders.

Goal 4: *School staffs are accountable for high quality teaching and learning, measurable gains in student achievement and fiscal responsibility.*

Strategies for Goal 4:

1. The primary role of the principal and/or teacher leader is as an effective instructional leader in the school.

- The principal leads the learning team and school governance council in developing the educational plan and aligns funding to the school's student achievement goals.
- Principals will continually support new teachers in their buildings.
- Principals lead staff in implementing curriculum aligned to state standards, effective instruction and classroom assessments based on standards.
- Principals systematically monitor classroom instruction and provide timely feedback to teachers through frequent classroom observations, conferences and coaching.
- Principals build capacity through role modeling and offering opportunities for teachers to take on leadership roles.
- District administrative processes support principals as instructional leaders in their schools.
- The principal evaluation system supports growth in instructional leadership and holds principals accountable.
- Principals and other administrators are referred to the Concentrated Assistance Program (CAP) for intervention if they need assistance in instructional leadership.

2. Teachers seek opportunities for leadership development focused on student learning.

- Teachers are supported and encouraged to take leadership roles, including participation on the learning team and school governance council.
- School and district leaders help teachers develop new skills to prepare them for specific leadership roles such as literacy coaches, math teacher leaders and teachers-in-residence.
- The teacher evaluation system ensures growth in instruction and holds teachers accountable.
- Teachers are referred to the Teacher Evaluation and Mentoring Program (TEAM) for intervention if they need assistance in classroom performance.

3. Schools are accountable for significant student achievement gains.

- The district provides increased flexibility and autonomy in areas such as curriculum, innovative strategies, budget, staffing and administrative evaluation to high-performing schools.
- The district provides targeted support and prescriptive interventions in areas such as curriculum, budget, staffing, and administrative evaluation to low-performing schools.
- No student will be left in a continually underperforming school.



Goal 5: School staffs are supportive and responsive to students and families.

Strategies for Goal 5:

1. Schools create and maintain an atmosphere of respect for students, families, staff and community.

- Each school community fosters respect, trust and caring relationships in a non-biased atmosphere.
- Teachers and other staff members initiate, develop and maintain positive working relationships with students' families.
- School staffs make clear to families the importance of having their children at school every day ready to learn, attending conferences and other school events, monitoring homework and other supportive actions. When needed, school staffs help families fulfill their responsibilities.

2. Schools involve families in the education of their children.

- Families commit to getting their children to school ready to learn.
- Schools recruit parents to participate on school governance councils and provide training and support to enable their effective participation.
- Schools provide families with information on ways they can help children succeed in school.
- Schools allocate funds to support parent and family involvement activities.

3. Schools are safe learning environments.

- District policies and procedures support safe learning environments. The district works with schools to ensure consistent application of such policies and procedures.
- The district applies safety and discipline policies and procedures consistently, and revises them when necessary.
- The district's Emergency Operations Plan guides schools in crisis situations.
- Each school's crisis plan is communicated to staff and students. Each school conducts at least one crisis exercise per school year.
- The district provides professional development on crisis intervention and prevention to school staffs.
- Central services hires, trains and assigns school safety assistants to help ensure safe and orderly learning environments.
- Each school has a building security system. As funds become available, the district invests in additional security equipment.
- The district collaborates with law enforcement and the judiciary to maintain school safety.

4. Schools build business and community partnerships.

- Schools collaborate with businesses and community organizations to provide educational and recreational activities for students and families; to use schools as gathering places and activity centers for community groups; and to involve businesses and community organizations in teaching and learning activities during the school day.
- Schools work with community-based, non-governmental and law enforcement organizations to enhance and support the district's anti-violence, anti-drug, and cultural sensitivity programs for students, families and school communities.
- Schools work with business partners to provide students with mentors, internships and pathways to future employment.



District and Community Support

Goal 6: *The district is accountable for measurable results.*

Strategies for Goal 6:

1. The district reports student achievement results for accountability purposes.

- The district's annual report card – detailing overall and school-by-school achievement, attendance, and demographic data – is published in an easily understood format.
- The district reports student achievement results by grade level and by the following subgroups so school communities and the public can easily identify achievement gaps:
 - minority students, by ethnicity,
 - limited English proficiency students,
 - students with disabilities,
 - students eligible for free or reduced-price lunch.
- Central services publishes the results of the annual School Climate Surveys of students, parents, and staff in an easily accessible and understandable format, and supports improving the climate based on the results.
- Central services evaluates school performance to ensure early intervention when appropriate.
- The central services evaluation system ensures adherence to district standards, provides support and interventions to improve performance and holds employees accountable.
- The superintendent's evaluation is aligned with the strategic plan.

2. The district allocates resources in a fiscally responsible manner to improve academic performance.

- The district's budget supports the strategic plan and clearly links resources to district goals.
- The district's budget includes performance goals for central services departments and schools.
- The district's budget reports performance results of prior years.
- The district evaluates programs and allocates resources to those that improve student achievement.
- The district uses financial management best practices.
- Central services assists departments and schools in meeting statutory and regulatory requirements and standards.
- The district implements strategies to substantially reduce transportation costs and to re-establish the link between communities and schools.

Goal 7: *The district's central services departments support student learning.*

Strategies for Goal 7:

1. Facilities are welcoming, well-maintained and accessible.

- Schools are welcoming, well-maintained and accessible for students, families, staff and the community.
- Facilities are ecologically sound and promote the health of the school community.
- The district makes responsible decisions regarding excess building capacity.
- Facilities are available for community use.
- The Facilities Master Plan (FMP) reflects fiscal responsibility and promotes equity, diversity, accessibility and economic development.

2. Technology systems and tools support teaching and learning.

- The district focuses on increasing information and technology proficiency of educators; student academic proficiency through the use of technology skills; access to information, resources and learning tools; and technology systems and support.
- The district provides library information and technology tools to supplement classroom teaching and learning and allow for efficient data collection and analysis.
- The district provides professional development opportunities for educators to develop proficiency in the use of technology to support teaching and learning.
- Technology systems are implemented to allow families, educators and community easy and reliable access to student and district performance data.

3. The district employs highly qualified personnel to support student learning.

- Central services' timely recruitment and hiring practices attract an effective, diverse workforce committed to serving the students of the district.
- Central services monitors compliance with Wisconsin Department of Public Instruction licensure requirements in hiring and retaining educators.
- Central services relates to district employees in ways that support their performance and retention.
- Central services directs and supports evaluation practices that hold all employees accountable.
- Central services helps employees develop the skills and knowledge needed for promotion to key leadership positions within schools and departments.



4. Central services uses best practices when providing services to students, staff, families and the community.

- The district collects and maintains data and feedback on stakeholder perceptions of interactions with staff to improve relationships with stakeholders.
- The district provides information, school data and application materials online to enhance the school enrollment experience of families.
- The district implements an internal communications strategy to improve employee knowledge of best practices for improving student achievement.
- The district supports school efforts to make events welcoming and convenient for families.

Goal 8: *The district builds partnerships that support student achievement.*

Strategies for Goal 8:

1. The district strengthens and expands business and community partnerships.

- The district collaborates with businesses and community organizations to provide educational and recreational activities for students and families; to use schools as gathering places and activity centers for community groups; and to involve businesses and community organizations in teaching and learning activities during the school day.
- The district works with community-based, non-governmental and law enforcement organizations to enhance and support the district's anti-violence, anti-drug and cultural sensitivity programs for students, families and school communities.
- The district works with business and community organizations to secure resources to support and sustain the strategic plan; to reform the state school finance law; and to require public accountability for all schools receiving public funding.
- The district collaborates with business partners to provide students with mentors, internships, incentives and pathways to future employment.
- The district works with businesses to encourage their employees to be involved in their children's education by participating in conferences and school programs through flex time and other steps.
- The district works with business and community leaders to obtain additional resources to support and sustain implementation of the strategic plan.

2. The district communicates with families and the community, through internal methods and the media, to build support for student achievement.

- The district communicates student achievement responsibilities of the district, the family and the student to students and families.
- The district's Parent Information Center provides a variety of school-related supportive services to families.

- The district assists schools in creating opportunities for meaningful family and community involvement.
 - The district invites families and citizens to participate in tutoring and mentoring, and to support school operations.
 - The district works with the community (foundations, businesses, faith-based organizations, families and citizens) to address issues impacting student achievement such as: poverty; physical, mental and dental health; economic and employment issues (family-supporting jobs); affordable housing; and transportation.
 - This district works with the community to secure funds for educational opportunities that include the fine arts, physical and health education, science, technology, engineering, mathematics and career education.
- 3. The district develops strategic partnerships to bring national expertise and resources to support student achievement, such as the existing relationship with the Milwaukee Partnership Academy, which is instrumental in accomplishing this.**
 - 4. The district collaborates with political leaders at all levels to gain support and resources to address issues that affect students and families.**
 - 5. The district collaborates with institutions of higher learning in preparing a larger, diverse pool of future educators and increasing the knowledge and skills of educators within Milwaukee Public Schools.**
 - 6. The district works closely with systemwide parent organizations to address a variety of specific student needs.**
 - 7. The district provides adult education, sports and recreation programs to strengthen the bond between public education and the community.**
 - 8. The district provides children and youth with enrichment, sports and recreation programs that support student achievement.**



Glossary of Terms

Benchmark Assessments

Benchmark assessments are quarterly formative assessments in math and reading administered to nearly all MPS students in grades 3-9. Their purpose is to provide timely feedback for teachers and students to enhance the teaching and learning process in order to raise academic achievement. Teachers are provided with a variety of reports that are aligned with the Wisconsin Assessment Frameworks to help determine areas of strengths and weaknesses within a class or for an individual student. Teachers are also provided additional online resources and professional development to increase their capacity to use the data to inform their instructional practices.

Characteristics of a High Performing Urban Classroom

Milwaukee Public Schools, working with the Milwaukee Partnership Academy, identified eight characteristics of high performing urban classrooms based on research-proven best practices. These characteristics articulate the expectations for the schools and the district support to ensure that all classrooms are high performing and all students are achieving. The eight characteristics include: 1) Active engagement of student learners; 2) Cultural responsiveness; 3) High expectations based on learning targets; 4) Strategic instructional choices; 5) Routine use of a variety of assessments; 6) Partnerships with families and the community; 7) Collaboration with colleagues; and 8) Impassioned, engaged adult learners.

Comprehensive Literacy and Mathematics Frameworks

These research-based frameworks guide teaching and learning literacy across all subject areas. The Milwaukee Partnership Academy was instrumental in the development of the Comprehensive Literacy and Mathematics Frameworks.

The Comprehensive Literacy Framework promotes the teaching of reading, writing, listening, speaking and the use of language technology and research skills while learning all other subjects.

The Comprehensive Mathematics Framework focuses on five Wisconsin content standards: numbers, algebra, statistics and probability, geometry, measurement and their interconnections. The components of mathematical proficiency that drive classroom practice include: understanding, computing, reasoning, applying and engaging. The literacy and mathematics frameworks help teachers further shape literacy-focused activities with the goal of every student performing at or above grade level.

Educational Plan

Each school designs an educational school improvement plan that focuses on the school's effort to improve student achievement for all students, including students with disabilities. Goals and objectives detailing instructional strategies and measurable performance measures are tied to a comprehensive, data driven needs assessment. Involvement of stakeholders in the development and ongoing review and adjustment of the educational school improvement plan is a critical expectation for each school.

Embedded Professional Development

Job-embedded professional development is learning that occurs as educators engage in their daily work activities. It can be both formal and informal and includes but is not limited to discussion with others, peer coaching, mentoring, study groups and action research. Training is incorporated into the workday of the individual and encourages educators to view daily experiences as opportunities to learn. The model for delivering embedded professional development was collaboratively developed with the Milwaukee Partnership Academy.

Induction

Induction is the process of welcoming new educators into the profession and preparing them to assume the full responsibilities of the profession. It is structured around a comprehensive, coherent and sustained professional development process that is organized by the school and district to train, support and retain new educators. The Teacher Induction for Urban Education Handbook was collaboratively developed with the Milwaukee Partnership Academy.

IPI – Instructional Practices Inventory

Instructional Practices Inventory is a data collection profile system established to accurately measure the nature of instructional practices across an entire school. Such information, when gathered according to the IPI protocols for data collection, provides a valid picture of instruction across a school or school system. IPI data collection is a way of measuring levels of student engagement and classroom instruction in a non-evaluative manner.

IPI Walkthrough

A one-day school walkthrough to develop data-points that give a picture of instructional practices used on a typical day. The data is used by the school for improving achievement.

Learning Team

Members of the school community who collect and interpret data to inform the school's educational school improvement plan, provide support to teachers, enable embedded professional development at the school site, and help create positive conditions for continuous teacher and student learning. The Milwaukee Partnership Academy was instrumental in the development of the learning team model.

Milwaukee Partnership Academy (MPA)

A collaborative group composed of members of the MTEA, MPS administrators, representatives of the Milwaukee Board of School Directors, representatives from the Milwaukee higher education community, parents and other community members, and representatives of the business community working together to improve student achievement in Milwaukee Public Schools. Among the resources developed by the Milwaukee Partnership Academy, and cited in this document, are learning teams, Characteristics of a High Performing Urban Classroom and the Teacher Induction for Urban Education Handbook. The Milwaukee Partnership Academy secured several national, state and local grants, bringing needed resources to the district.

New Leaders for New Schools

New Leaders for New Schools is a national non-profit organization whose mission is to promote high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for the country's urban public schools. New Leaders for New Schools is working to recruit and develop approximately 40 outstanding school leaders to lead almost one-fifth of the city's schools and impact approximately 20,000 students annually. A number of local private foundations are providing significant support to fund this effort.

Professional Learning Community

A school functions as a professional learning community when all of its stakeholders demonstrate a shared mission, vision and values, and participate in collective inquiry and collaborative teams with an orientation toward action and research, a commitment to continuous improvement, and a clear focus on results.



School Governance Council

Each school has a School Governance Council. It is comprised of at least 51% parents and includes the principal, teachers and other school staff, and community representatives. The council participates in the development of the school's needs assessment, educational plan, and school budget.

Principal Coaches

Each principal is supported by a coach who visits or calls weekly and is trained in listening, inquiry and leadership skills. Principal coaches assist in setting goals and developing action plans by offering honest feedback and observations.

School Climate Surveys – Students, Teachers and Parents

The district annually conducts school climate surveys of students, staff, and parents. Results of the surveys are available online at: <http://mpsportal.milwaukee.k12.wi.us>

STEM Programs

STEM refers to programs in the areas of science, technology, engineering and mathematics. Project Lead The Way is being implemented in four MPS high schools and six K-8 and middle schools serving approximately 2,400 students. Project Lead The Way curriculum engages students in hands-on, real-world projects that make math and science relevant. Students understand how the skills they are learning in the classroom can be applied in everyday life. Students are prepared for higher education and introduced to a wide variety of career opportunities.

Teacher Leaders

Teacher leader roles are recognized both formally and informally at the school and district levels. Examples of informal leadership roles include: serving on the school governance council or school learning team, participating in curriculum alignment and development, writing grant and funding proposals, organizing schoolwide activities and events, serving on district textbook adoption committees and a variety of task forces or committees, developing and presenting professional development courses, and serving as online professional development facilitators.

Examples of more formalized teacher leader roles include literacy coaches and math teacher leaders. These roles were developed in collaboration with the Milwaukee Partnership Academy. Most schools have a literacy coach who coordinates the efforts of staff around the Comprehensive Literacy Framework and engages teachers in job-embedded professional development, particularly newly hired teachers, to ensure success for all students. MPS schools identify a teacher to serve as a math teacher leader to provide support for the implementation of the Comprehensive Mathematics Framework. Some schools are provided the option of having a curriculum generalist rather than a literacy coach and some schools with high reading achievement have opted to have a full-time math teacher leader.

Some MPS schools are teacher-led schools, wherein one or more teachers provide instructional leadership.

Teachers-in-Residence

Currently, MPS teachers are selected and placed on special assignment at the University of Wisconsin-Milwaukee to link teacher preparation and urban classroom practice. They work closely with faculty and participate in courses to deepen their content knowledge for teaching. The teachers-in-residence help to revise and develop university courses, mentor MPS induction-year teachers, support individuals enrolled in teacher preparation programs, and participate as researchers. The district and the Milwaukee Partnership Academy support the teachers-in-residence program.

WINSS – Wisconsin Information Network for Successful Schools

The WINSS website provides a variety of information and data divided into four main sections: Standards and Assessment, Data Analysis, Continuous School Improvement, and Best Practices. The site offers student achievement, teacher and other data by state, school district and individual school. Data can be analyzed and compared in a number of ways.

<http://dpi.wi.gov/sig/sitemap.html>

<http://dpi.wi.gov/oea/scatter.html>

WKCE–CRT – Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test

State assessments measuring performance in the areas of reading, writing, English language arts, mathematics, science and social studies are administered annually in grades 4, 8 and 10. State assessments measuring performance in the areas of reading and mathematics are administered annually in grades 3, 5, 6 and 7.



Milwaukee Public Schools

Measurable Objectives and Key Outcome Measures

Two points to keep in mind as you review this section:

1. An effort was made to present specific targets for each of the eight broad goals in this draft. For some areas, it was necessary to create benchmarks.
2. Specific targets have **not** been set for the numerous strategies under each of the eight broad goals. These will be developed later – so that **all** aspects of the strategic plan can be measured and monitored during the next five years.

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: Student Success through Academic Achievement					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Knowledge and Concepts Exam Criterion Referenced Test (WKCE-CRT)	80% of students will read on grade level as measured by WKCE-CRT.	57%	*WI average WKCE-CRT = 81%; National average on NAEP = 32% (Gr. 4) and 31% (Gr. 8)	85%	59%	62%	67%	72%	80%
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Knowledge and Concepts Exam Criterion Referenced Test (WKCE)	70% of students will be on grade level in mathematics as measured by WKCE-CRT.	38%	*WI average on WKCE-CRT = 72%; National average = 33% (Gr. 4) and 29% (Gr. 8)	75%	40%	43%	52%	61%	70%
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Knowledge and Concepts Exam Criterion Referenced Test (WKCE)	70% of students will be on grade level in science as measured by the WKCE-CRT.	37%	The state average is 73%	75%	40%	43%	51%	59%	70%
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Information Network for Successful Schools (WINSS) website	Reduce by one-half the achievement gap in mathematics between Hispanic and their white counterparts in grade 10 mathematics.	White: 59% Hispanic: 38% Gap: 21 percentage points	White: 79% Hispanic: 46% Gap: 33 percentage points	0 percentage points	20 percentage points	17 percentage points	15 percentage points	13 percentage points	10 percentage points

*Although scores on the National Assessment of Educational Progress (NAEP) are not directly comparable to the Wisconsin state assessment, they are reported here to provide context for the reader.



Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: Student Success through Academic Achievement					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Information Network for Successful Schools (WINSS) website	Reduce by one-half the achievement gap in mathematics between Black and their white counterparts in grade 10 mathematics.	White: 59% Black: 23% Gap: 36 percentage points	White: 79% Black: 28% Gap: 46 percentage points	0 percentage points	35 percentage points	30 percentage points	25 percentage points	20 percentage points	18 percentage points
1. Students graduate prepared for higher education, careers and citizenship.	Individual Student Enrollment System	75% of ninth-graders will graduate in 4 years.	(2004-05) 65%	(2004-05) National Center for Educational Statistics national average 68.3%	75%	67%	69%	71%	73%	75%
1. Students graduate prepared for higher education, careers and citizenship.	9-12 student course enrollment	75% of students will complete rigorous coursework: (4 yr English, 3 yr Math, 3 yr Science, and 3 yr Social Studies).	43%	DPI 65%	75%	45%	50%	55%	65%	75%
1. Students graduate prepared for higher education, careers and citizenship.	Metropolitan Milwaukee Association of Commerce (MMAC) Economic Blueprint	Reduce the percentage of MPS graduates who require remedial classes as UWM freshmen to 57%.	(2003) 81%	MMAC goal is 33% by 2020	57%	69%	66%	63%	60%	57%

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: Student Success through Academic Achievement					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
1. Students graduate prepared for higher education, careers and citizenship.	Milwaukee Area Technical School Environmental Scan	Reduce the percentage of MPS graduates who are placed into Basic Skills instead of Occupational programs at MATC to 12.0%.	21.0%	12.0%	10.0%	19.2%	17.4%	15.6%	13.8%	12.0%
1. Students graduate prepared for higher education, careers and citizenship.	Advanced Placement file from College Board and IB Corporation in US	15% of seniors will earn a score of 3+ on an AP exam or a 4+ on the IB Higher Level exam	In process of securing data from College Board and IB Corp.	<u>AP</u> 14.8% Nation	<u>AP</u> 15%	<u>AP</u> 3%	<u>AP</u> 6%	<u>AP</u> 9%	<u>AP</u> 12%	<u>AP</u> 15%
				<u>IB</u> TBD	<u>IB</u> TBD	<u>IB</u> TBD	<u>IB</u> TBD	<u>IB</u> TBD	<u>IB</u> TBD	<u>IB</u> TBD
1. Students graduate prepared for higher education, careers and citizenship.	Establish 2007-08	Reduce the class sizes in 4 th -12 th grade to be comparable to size in other Milwaukee metropolitan school districts.	Establish baseline 2007-08		Milwaukee metropolitan school districts.	Establish baseline				
1. Students graduate prepared for higher education, careers and citizenship.	Wisconsin Alliance for Excellent Schools	Increase per pupil funding to reach an adequate level appropriate to meet the educational needs of MPS students as established by a new state school funding formula.	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD



Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: High Performing Schools and Classrooms					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
2. School communities work together to lead improvement in academic achievement.	MPS Climate Survey	90% of MPS parents and staff will agree that they are involved in important decisions affecting their schools.	Staff: 82% Parent: 86%	90%	90%	Staff: 83% Parent: 87%	Staff: 85% Parent: 88%	Staff: 87% Parent: 89%	Staff: 89% Parent: 90%	90%
2. School communities work together to lead improvement in academic achievement.	MPS Climate Survey	75% of MPS High School students will agree that they are involved in important decisions affecting their schools.	50%	75%	75%	53%	57%	62%	67%	75%

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: High Performing Schools and Classrooms					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
3. Leaders and staff demonstrate continuous improvement through focused professional development.	District Professional Development Plan	The district will establish a district-wide professional development plan that encompasses 100% of teachers and differentiates career stages and needs of teachers.	District's professional development plan begins summer of 2007	100%	100%	20%	40%	60%	80%	100%
3. Leaders and staff demonstrate continuous improvement through focused professional development.	New Leaders Annual Report	The district will collaborate with <i>New Leaders for New Schools</i> to attract, prepare and support 40 new leaders in MPS schools by 2010-11.	0	40	40	10	25	40	-	-



Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: High Performing Schools and Classrooms					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
4. School staffs are accountable for high quality teaching and learning, measurable gains in achievement and fiscally responsible.	Instructional Practices Inventory (IPI)	100% of the schools will have IPI results within 5 years.	38%	100%	100%	50%	62%	75%	88%	100%
4. School staffs are accountable for high quality teaching and learning, measurable gains in achievement and fiscally responsible.	Instructional Practices Inventory (IPI)	85% of the schools will have IPI results at level 4 or higher at least 70% of the time.	40%	85%	85%	49%	58%	67%	76%	85%
4. School staffs are accountable for high quality teaching and learning, measurable gains in achievement and fiscally responsible.	Wisconsin Center for Educational Research value-added and attainment data in math and reading	Decrease the total number of schools defined as low performing to 10 or fewer within 5 years.	2006-07 23	10	0	22	19	16	13	10 or fewer
4. School staffs are accountable for high quality teaching and learning, measurable gains in achievement and fiscally responsible.	Tracking system for school and program performance goals	100% of schools and programs will establish performance and outcome based budgets aligned to educational plan.	To be implemented in 2007-08	100%	100%	School and programs to design and implement performance and outcome based budgeting system	100%	100%	100%	100%

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: High Performing Schools and Classrooms					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
5. School staffs are supportive and responsive to students and families.	Attendance rates- Wisconsin Information Network for Successful Schools (WINSS) site	The student attendance rate will increase to 95%.	2004-05 9-12: 80% 6-8: 89% 1-5: 93% PreK-K5: 91%	2004-05 state average: 9-12: 93% 6-8: 95% 1-5: 96% PreK-K5: 94%	95%	9-12: 82% 6-8: 90% 1-5: 93.5% PreK - K5: 92%	9-12: 84% 6-8: 91% 1-5: 94% PreK - K5: 93%	9-12: 89% 6-8: 92% 1-5: 94.5% PreK - K5: 94%	9-12: 93% 6-8: 93% 1-5: 95% PreK - K5: 95%	95%
5. School staffs are supportive and responsive to students and families.	US Census Report America Community Survey	The percentage of children attending public and private schools in Milwaukee that are enrolled in MPS shall increase to 85.0%.	82.0%	Boston: 82.0% Washington D.C.: 82.0%	85.0%	82.6%	83.2%	83.8%	84.4%	85.0%
5. School staffs are supportive and responsive to students and families.	School selection data	Percent of elementary parents that place their children at the neighborhood school will increase.	27%	35%	35%	30%	31%	32%	33%	35%



Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: High Performing Schools and Classrooms					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
5. School staffs are supportive and responsive to students and families.	Climate Survey	95% of MPS stakeholders will rate the district's schools as safe.	K-8 student: 79% HS Student: 62% Staff: 81% Parent: 90%	95%	95%	K-8 student: 80% HS student: 70% Staff: 84% Parent: 91%	K-8 student: 84% HS Student: 77% Staff: 87% Parent: 92%	K-8 student: 88% HS Student: 84% Staff: 90% Parent: 93%	K-8 student: 92% HS Student: 91% Staff: 93% Parent: 94%	95%
5. School staffs are supportive and responsive to students and families.	DPI suspension rate	No more than 40% of suspensions will be under the category of "violations of school rules."	2004-05 79%	2004-05 80% state average	40%	67%	60%	53%	46%	40%

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: District and Community Support					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
6. The district is accountable for measurable results.	Wisconsin Report Card Annual Review of District Performance	District meets 90% of all Wisconsin Report Card indicators and receives a “satisfactory” rating.	77%	90%	90%	78%	80%	84%	85%	90%
6. The district is accountable for measurable results.	Central Services Satisfaction Survey	90% of the Central Services divisions will be rated at least 8.5 by principals on 4 measures of customer service.	58%	90%	90%	64%	71%	77%	83%	90%
6. The district is accountable for measurable results.	District Succession plan desk audit	100% of designated Central Services personnel will establish a succession plan.	0	100%	100%	20%	40%	60%	80%	100%
6. The district is accountable for measurable results.	Tracking system for Central Service division performance goals	100% of Central Services divisions will establish performance and outcome based budgets.	Establish baseline	100%	100%	100%	100%	100%	100%	100%
6. The district is accountable for measurable results.	Information Report on Pupil Transportation to Board of School Directors	Decrease the percent of students transported to school on buses to 42.20%. (A 48.5% target is necessary to fund the Neighborhood Schools Initiative (NSI).	1999-00 NSI 62.2% 2005-06 55.5%	48.5% based on Neighborhood School Initiative (NSI) goal	42.20%	52.25%	49.74%	47.23%	44.72%	42.20%
6. The district is accountable for measurable results.	Wisconsin Financial data Warehouse Wisconsin Information Network for Successful Schools (WINNS)	65% of spending will be in the categories of instruction and instructional support.	60.69%	62.97% state average	65%	61%	62%	63%	64%	65%



Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: District and Community Support					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
7. The district's central services departments support student learning.	Building Condition Report	100% of MPS schools will receive a condition rating of good or better (6-10) on the Building Condition Report.	Establish baseline 2007-08	2006-07 Hamilton High School: 6.9 (hours of use 4,556) Vincent High School: 7.5 (hours of use: 2,946)	100%	Establish baseline				100%
7. The district's central services departments support student learning.	Annual district budget	Annual operational cost for excess space will be reduced by 10 million dollars in three years.	July 1, 2007 (16 sites closed, 2 moved facilities) equal a savings of \$6.2 million	\$26.5 million MPS Board of School Directors item October 28, 2004	3 year goal 10.0 million	4.4 million	5.7 million	10.0 million	-	-
7. The district's central services departments support student learning.	Facilities report on days schools are open for classes	100 % of the buildings will be open for classes on a daily basis.	100%	100%	100%	100%	100%	100%	100%	100%
7. The district's central services departments support student learning.	Wisconsin Information Network for Successful Schools	100% of staff will be highly qualified per DPI.	95.9%	98.8% state average	100%	96%	97%	98%	99%	100%
7. The district's central services departments support student learning.	Human Resources	Decrease by one-half the percentage of new teachers hired that leave the district within the first five years.	Establish baseline	50% National Center for Educational Statistics	To be established	Establish baseline				

Action Plan to Improve Milwaukee Public Schools 2007-2012

Milwaukee Public Schools Measurable Objectives and Key Outcome Measures										
Strategic Area: District and Community Support					Annual Key Outcome Measure Targets					
Goal	Data Source	5 year Measurable Objective	2005-06 Baseline	Benchmark	Long Term Target	2007-08 Target	2008-09 Target	2009-10 Target	2010-11 Target	2011-12 Target
8. The district builds partnerships to support student achievement.	Media Tracking System	70% of media impressions for MPS will be favorable and proactive media.	Establish baseline 2007-08	70% Anchorage Alaska data	70%	Establish baseline				70%
8. The district builds partnerships to support student achievement.	Media Tracking System	70% of media impressions related to MPS student achievement will be favorable and proactive.	Establish baseline 2007-08	70% Anchorage Alaska data	70%	Establish baseline				70%



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Legend

AAEC – African American Education Council

MATC – Milwaukee Area Technical College

MPS – Milwaukee Public Schools

MTEA – Milwaukee Teachers' Education Association

NEA – National Education Association